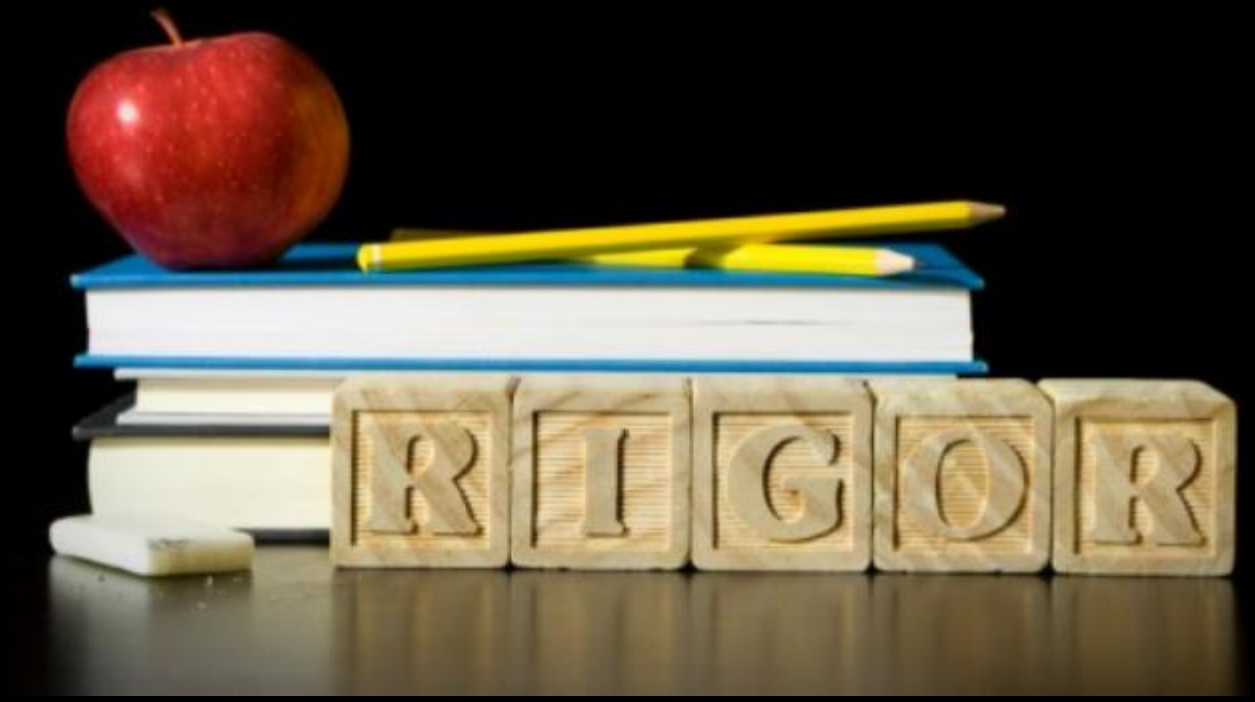


Pam Sudduth, M.A.

Learning and Development Facilitator, Literacy

Shelby Robertson, Ph.D.

Learning and Development Facilitator, Math and Science

Tara Jeffs, Ph.D.

Technology Coordinator, Region 4

Hendry County

Professional Development Team:

Karen Johnson

Tina Wills

Sasha Tacks

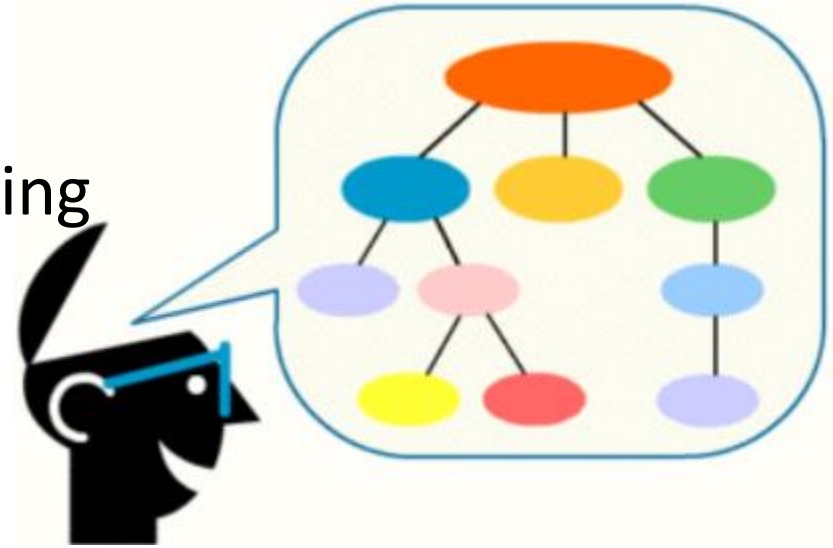
Learning Objectives

Participants will…

- Increase understanding of rigor
- Apply understanding of ways to increase rigor through implementation of effective instruction
- Consider instructional decisions based on assessments
- Ensure alignment of activities to standards

Advanced Organizer

- Define
- Effective Instruction
  - Universal Design for Learning
  - Unpack
  - Cognitive Complexity
- Assessment
  - Common Formative Assessment (CFA)
  - Progress Monitoring
  - Rubrics/scales
- Activities Aligned to Standards

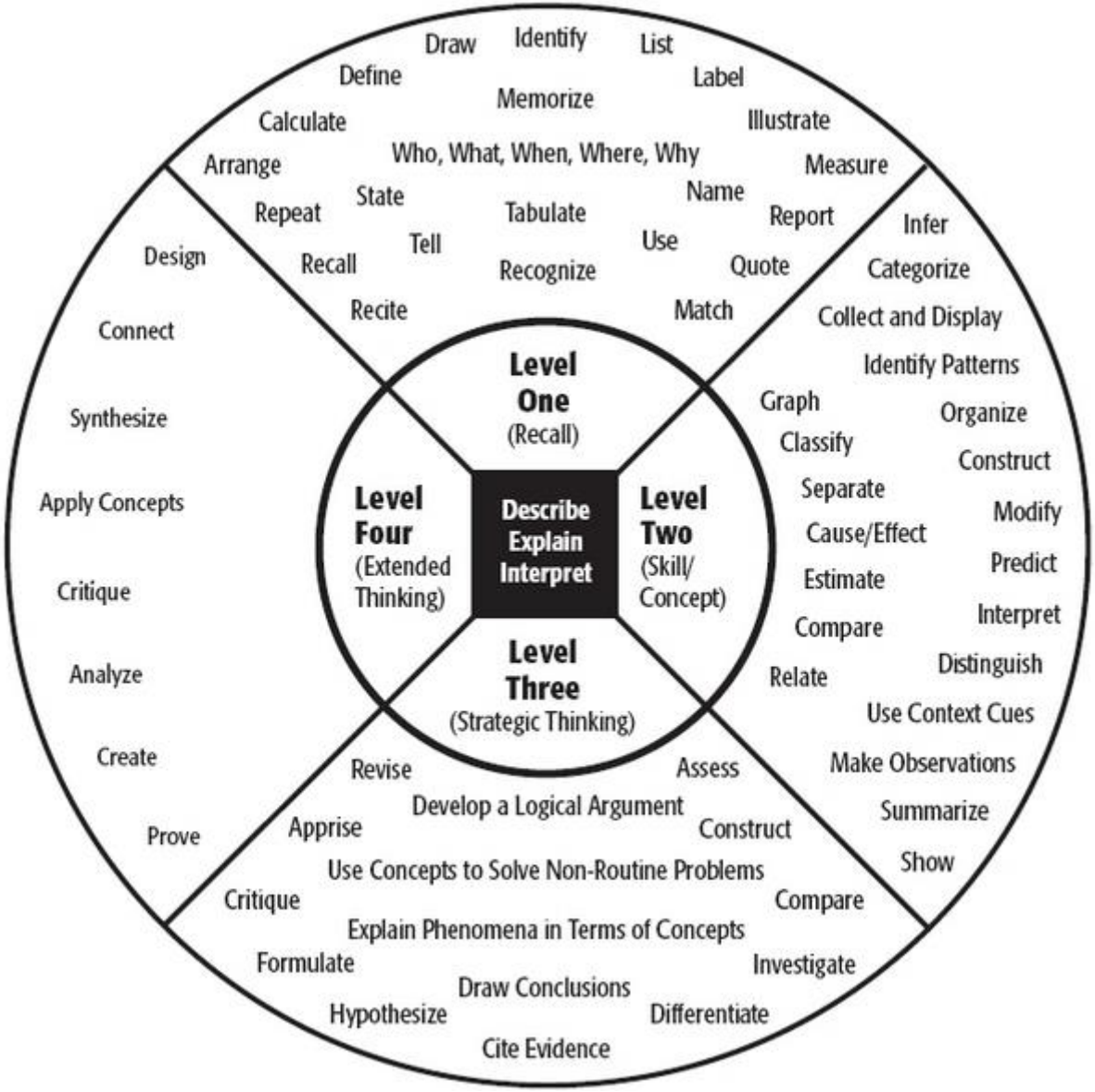


Think and Share

On your own, think about …

Share out…

Webb's DOK Chart



Defining Rigor

Let’s Define

What is Rigor?

- Take a moment individually and create a definition on index card.
- Discuss your definition with your table to refine the information and come to consensus with a clear definition.
- Once created, write definition on chart paper.
- Determine how the information will be shared with the group.

How Close Were We?

"Rigor," is referring to the fine line between challenging and frustrating a student.

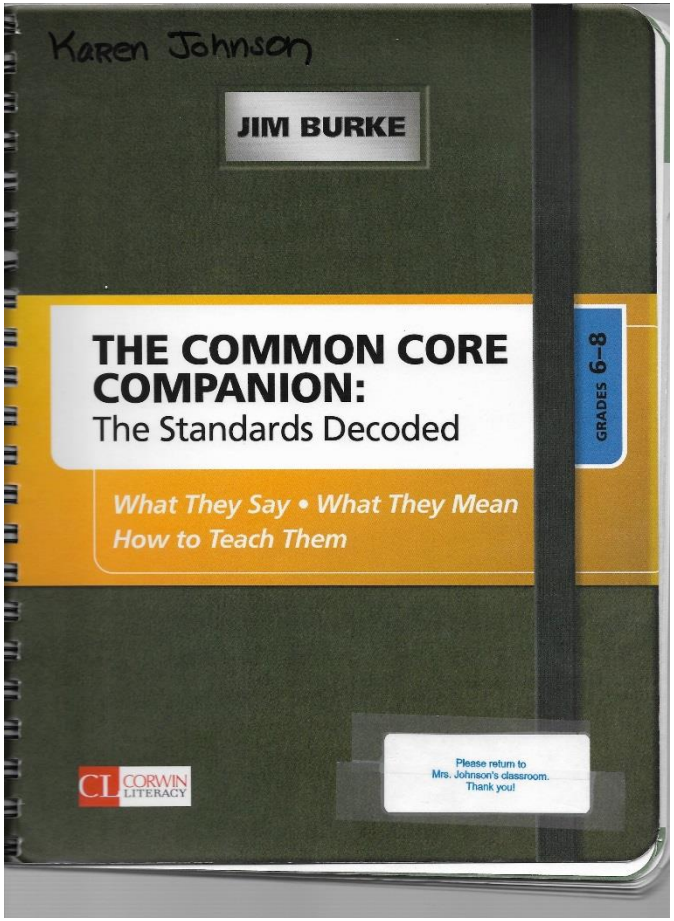
Students:

- are challenged to think, perform, and grow to a level that they were not at previously.
- must work, like an athlete at a team practice, to build their skills, understanding, and thinking power, so they can achieve at higher and higher levels.

Let’s Discuss

- What do you consider “rigorous” for your students?
- Do you think it is different depending on the class? Why?
- How do Florida Standards affect the type of rigor you engage your students in?
- How is the content of the course calibrated, so students are compelled to grow, but not frustrated and overwhelmed in the process?

Previous PD. . .



Previous PD – 2015/16 Common Core Companion

UNPACKING THE STANDARDS WORKSHEET

Teacher: Date:

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"I can" Statement/Essential Question		
Grade progression: How does this current standard build from previous grades?	Next Grade	
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	Previous Grade	
What do the students need to know?		
What do the students need to understand?		
What do students need to do?		
Assessment		
Student engagement Activity/investigation	**Dialogue (with self and/or others)**	**Experience (by doing and/or observing)**
UBD: What activities or methods will you use to accomplish this?	Kagan activities:	
How do we support students that do not master this standard?	**Intervention:**	
Special notes		

KEEP CALM AND LOOK INSIDE

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Special notes			

Previous focus…

- Progression from grade to grade
- 4 PLC questions

Learning Sciences MARZANO CENTER TEACHER & LEADER EVALUATION

LearningSciencesInternational LEARNING AND PERFORMANCE MANAGEMENT

Intentional Thinking Map for Daily Lessons

Teacher Name	Subject	Grade Level

Title of Unit

Lesson Title

Duration of Lesson	Date(s)

Design Question Focus of the Lesson *(elements from other DQs may be used as support)*

☐ Introducing New Knowledge ☐ Deepening or Practicing ☐ Generating and Testing Hypotheses

Learning Goal/Objective: *(based on standards)*

Learning Targets *(write targets from each level of the scale below)*

2.0 Foundational Knowledge and Skills:	3.0 Learning Goal/Objective:	4.0 More Complex Knowledge and Skills:
Often aligns with DQ 2	*Often aligns with DQ 3*	*Often aligns with DQ 4*

Assessment and Monitoring *(checks for content and desired effect)*

© 2013 Learning Sciences International

Shift in focus/ vocabulary – Marzano

- What is the learning goal/objective?
- What are foundational knowledge/skills?
- What are more complex knowledge/skills?

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing
The teacher's lesson and unit plans demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies, and organizes strategies and activates in an appropriate sequence.	• All of the elements of the instructional design support stated instructional goals, engage students in meaningful learning, and show evidence of student input. • Teacher's lesson or unit is highly coherent and has a clear structure.	**Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure.**	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning while others do not. Teacher's lesson or unit has a recognizable structure.

- How Close Am I?
- 3-2-1

Effective Instruction

Effective Instruction

- **Academic** and behavioral **expectations** guide instruction
  - **FL Standards** drive academic expectations
  - **Behavioral expectations** are defined by the community/district/school
- Rigorous expectations are **communicated to and understood by students** (student-friendly language)
  - Essential questions and rubric posted

Effective Instruction

Contiguous instruction

- Seamless and connected

Gradual Release Model

- Transfer ownership of learning from teacher to student

Differentiated Instruction

- Instruction targeted to learning needs of students

Universal Design for Learning

- Principles integrated across the continuum

Student engagement

- Motivate to learn

Effective use of data

- Instruction informed by data review

Effective Instruction

Effective use of technology
- Utilized as a tool to enhance learning

Checks for understanding
- Continuous, ongoing formative assessment

Scaffolding
- **Ongoing support** provided throughout the learning process

Vertical and horizontal articulation
- **Vertical**-communication from grade level to grade level
- **Horizontal**-communication across the grade level

Fidelity of instruction
- Implementation of instruction **as intended**

Teacher and student self-regulation and self-monitoring
- Reflection of teacher towards **instructional practices** and students towards **learning**

The Target

Growth Mindset

Students become masters of their own learning, which leads to a DESIRE TO LEARN

Tendency to:

- Embrace challenges
- Persist despite obstacles
- See effort as path to mastery
- Learn from feedback
- Be inspired by others' success

Expert Learners

Students are the driving force throughout a successful learning process.

Students are:

- Resourceful and knowledgeable
- Strategic and goal-directed
- Purposeful and motivated

LSi LEARNING SCIENCES INTERNATIONAL

NATIONAL CENTER ON UNIVERSAL DESIGN *for* LEARNING

Supporting Rigorous Achievement

Not only is maintaining a high standard essential for student success, but excellent teachers must:

- believe in the potential for each student's success and communicate this belief.
- systematically scaffold lessons from one to the next.
- provide content that is relevant and relatable to student background information and interest.

Universal Design for Learning

"An approach to designing instructional methods and materials that are flexible enough from the outset to adapt and allow for learner differences"

~Meyer and Rose (2006)

The Goal of UDL

Eliminate unnecessary barriers to learning without eliminating challenges in order to ensure all learners achieve standards through rigorous instruction.

- Maintains high expectations for ALL learners
- Ensures access to academic standards for ALL learners
- Ensures student interaction and engagement with content for ALL learners

Barriers

High intensity barrier:

- Significant impact on **individual student** engagement and learning (e.g., small group & individual instruction, Differentiated Instruction (DI), aligned with learning needs)

High probability barrier:

- Wide-spread or common barriers that impact **many students'** engagement and learning (e.g., integrate strategies that support cognitive processing through academic instruction, DI, provide adequate instructional time)

Buckets of Barriers

- High Intensity
  - Instruction
  - Curriculum
  - Environment
  - Learner
- High Probability
  - Instruction
  - Curriculum
  - Environment
  - Learner

Across Multiple Domains

High Intensity

Instruction	Curriculum	Environment	Learner

High Probability

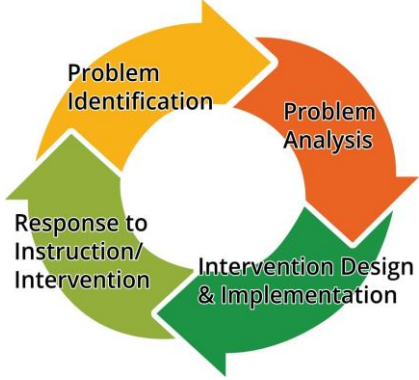
Instruction	Curriculum	Environment	Learner

Tier 3 Barriers

Tiers 1 and 2 Barriers

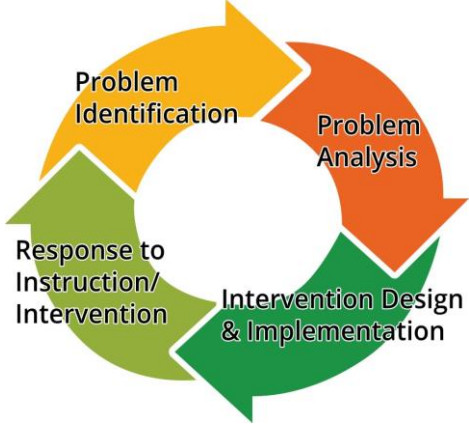
Multi-faceted needs of students

Process to Address Barriers



- Require use of information and data related to students' strengths, needs, and interests
- Determine clear learning goals and objectives
- Anticipate high probability and high intensity barriers
- Plan options for accessing, interacting, and demonstrating to lessen the impact of barriers

Process to Address Barriers continued



- Design appropriate strategies and supports into the lesson plan/instructional environment
- Ensure scaffolding to remove barriers to learning
- Implement instructional plan
- Evaluate impact

Result in immediate and sustained engagement and improved academic outcomes

Adaptation for Unique Student Needs

Adaptations for Unique Student Needs *(ELL, Special Education, Gifted, Students who lack support for school)*
Resources and Materials

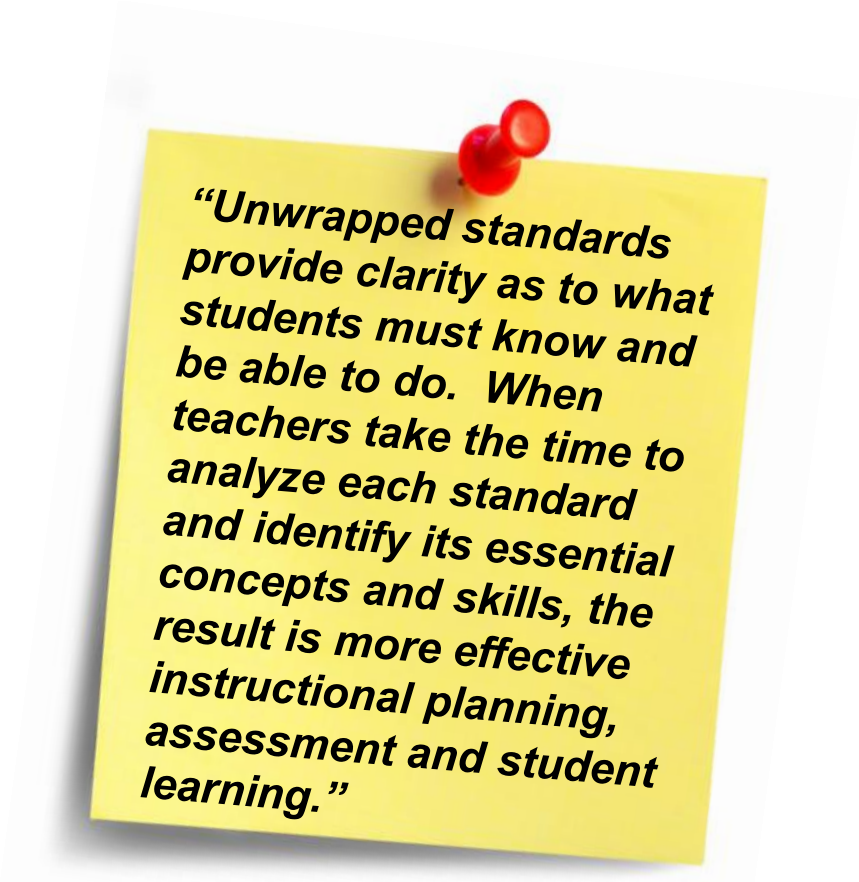
Page 2 of Intentional Thinking Map
Page 8 of CCC handout “What the Teacher Does”

Let’s Discuss…

- How would providing more accessible and engaging instruction impact achievement for students in general? For students that struggle?

- What barriers could prevent this type of instructional planning process from occurring regularly?

Unpacking Standards



Ainsworth, L. (2003). *Unwrapping the standards: A simple process to make standards manageable.* Englewood, CO: Lead + Learn Press.

Let’s Consider…

- What are your standards in your classroom?
- How are those communicated, supported, and demonstrated throughout the year?

Take time to consider how “rigorous” the academic requirements are for your classroom, and shape the environment to consistently demand of students higher and higher levels of academic progress…

Why is it necessary to unpack standards?

Benefits of Unpacking Standards

1. Greater clarity for teachers
2. Improved alignment
3. Improved continuity for students between courses and between grades
4. Increased opportunities for curriculum integration
5. Provides educators with a baseline or starting point for lesson planning and differentiated instruction
6. Provides clarity on which skills and concepts should be taught and assessed
7. Process allows teachers and administrators to determine what matters most (i.e., pacing, assessment, Power Standards)

Previous PD
– 2015/16
Common Core
Companion

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	Kagan activities:	
How do we support students that do not master this standard?	**Intervention:**	
Special notes		

Consider Vertical Alignment

LAFS.11-12.RI.1.2

Determine two or more central ideas of a text and analyze their development over the course of the text, **including how they interact and build on one another to provide a complex analysis**; provide an objective summary of the text.

LAFS.9-10.RI.1.2

Determine a central idea of a text and analyze its development over the course of the text, **including how it emerges and is shaped and refined by specific details**; provide an objective summary of the text.

LAFS.8.RI.1.2

Determine a central idea of a text and analyze its development over the course of the text, **including its relationship to supporting ideas**; provide an

objective summary of the text.

LAFS.7.RI.1.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the **text.**

LAFS.6.RI.1.2

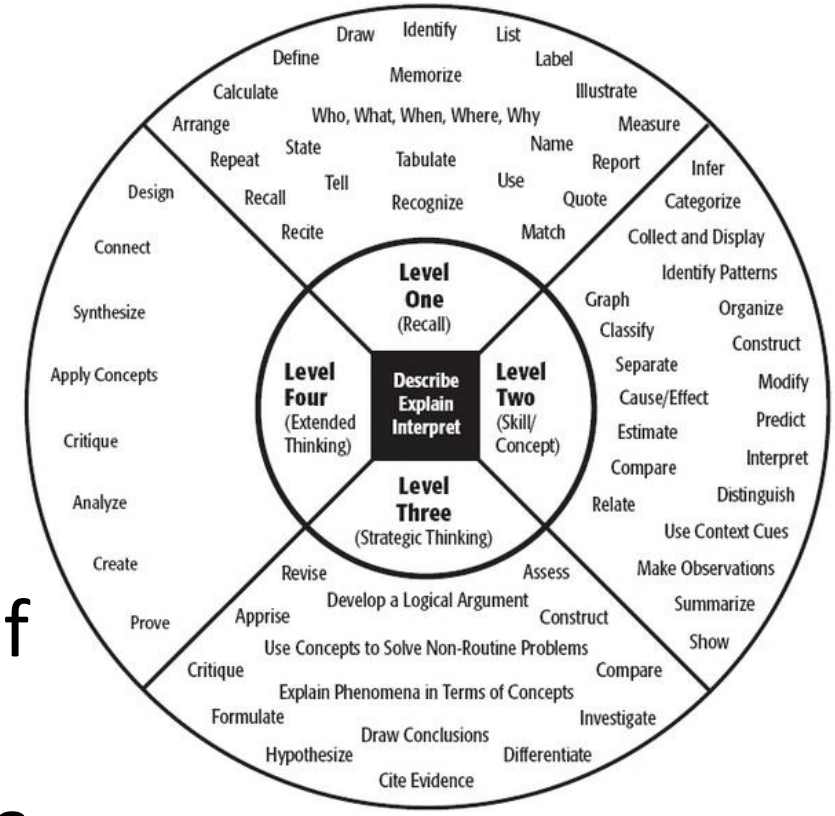
Determine a **central idea** of a text and **how it is conveyed through particular details**; provide a **summary of the text distinct from personal opinions or judgments.**

Let’s Discuss…

How do I know I’m reaching the level of complexity needed to master the standard?

DOK Levels

- Level 1: Recall
- Level 2: Basic Application of Skills & Concepts
- Level 3: Strategic Thinking & Complex Reasoning
- Level 4: Extended Thinking & Complex Reasoning



www.cpalms.org/Public/PreviewStandard/Preview/6009

Apps | Suggested Sites | AP Central - AP Centr | Grades | CLEP® Resource Cen | Frontline Applicant Tr | PERT | Single sign on | Focus | My Documents - Cha | (SRS) BIO1/CIVI/HIST

CPALMS Where Educators Go For Bright Ideas

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Standards | Access Points | Print/Export Standards | Computer Science Standards | Coding Scheme | Content Complexity Rating | Math Modeling Standards | Assessments

LAFS.8.RI.1.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Export To... | print | share

Subject Area: English Language Arts

Grade: 8

Strand: Reading Standards for Informational Text

Cluster: Key Ideas and Details

Date Adopted or Revised: 12/10

Content Complexity Rating: Level 2: Basic Application of Skills & Concepts - More Information

Date of Last Rating: 02/14

Status: State Board Approved

17 Related Courses

2 Access Points

Related Resources

26 Total Resources

20 Lesson Plans

2 Original Tutorials

2 Tutorials

Webbs/Marzano

Marzano's Taxonomy	Webb's Depth of Knowledge
Retrieval: *Involves recalling information from permanent memory* ** This taxonomy level is partitioned into three states of mental processing as shown below. The processes at this level are sequential. Recognizing occurs first, followed by Recalling, and finally Executing.* **Recognizing • Recalling • Executing**	**Recall and Reproduction:** *Recall a fact, information, or procedure* (arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when-where- why)
Comprehension: *Requires identifying what is important and placing that information into categories* ** This taxonomy level is partitioned into two states of mental processing as shown below. These processes are not sequential in nature; either process will achieve the desired result when executed correctly.* **Integrating • Symbolizing**	**Skill/Concept:** *Engages mental process beyond habitual response using information or conceptual knowledge - Requires two or more steps* (apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues)
Analysis: *Involves reasoned extensions of knowledge and inferences to go beyond what was directly taught* ** This taxonomy level is partitioned into five states of mental processing as shown below. These processes are not sequential in nature; either process will achieve the desired result when executed correctly.* **Matching • Classifying • Analyzing Errors • Generalizing • Specifying**	**Strategic Thinking:** *Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels* (apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems)
Knowledge Utilization: *Requires students to apply or use knowledge in specific situations* ** This taxonomy level is partitioned into four states of mental processing as shown below. These processes are not sequential in nature; either process will achieve the desired result when executed correctly.* **Decision Making • Problem Solving • Experimenting • Investigating**	**Extended Thinking:** *Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher- order thinking.* (analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize)

Marzano Taxonomy – Thinking Processes with Design Verbs

Level of Difficulty	Mental Process	Verbs and Phrases	
Level 4 Knowledge Utilization	Decision Making	Select the best among the following alternatives Which among the following would be the best…	What is the best way… Which of these is more suitable Decide
	Problem Solving	Solve How would you overcome… Adapt Develop a strategy to…	Figure out a way to… How will you reach your goal under these conditions…
	Experimenting	Experiment Generate and test Test the idea that What would happen if… How would you test that	How would you determine if… How can this be explained Based on the experiment, what can be predicted
	Investigating	Investigate Research Find out about Take a position on	What are the differing features of… How did this happen Why did this happen What would happen if
Level 3 Analysis	Matching/ Comparative Analysis	Categorize Compare & contrast Differentiate Discriminate	Distinguish Sort Create an analogy Create a metaphor
	Classifying	Classify Organize Sort	Identify a broader category Identify categories Identify different types
	Analyzing Errors	Identify errors Identify problems Identify issues Identify misunderstandings Assess	Critique Diagnose Evaluate Edit Revise
	Generalizing	Generalize What conclusions can be drawn What inferences can be made Create a generalization	Create a principle Create a rule Trace the development of… Form conclusions
	Specifying	Make and defend Predict Judge Deduce	What would have to happen Develop an argument for Under what conditions
Level 2 Comprehension	Integrating	Describe how or why Describe the key parts of Describe the effects Describe the relationship between	Explain ways in which Paraphrase Summarize
	Symbolizing	Symbolize Depict Represent Illustrate Draw	Show Use Models Diagram Chart
Level 1 Retrieval	Recognizing	Recognize (form a list) Select from (a list)	Identify (from a list) Determine (if the following statements are true)
	Recalling	Exemplify Name List Label State	Describe Identify who Describe what Identify when
	Executing	Use Demonstrate Show	Make Complete Draft

- How Close Am I?
- 3-2-1

Consider

CPALMS Resources
Vertical Articulation
Unpacking, including implicit skills and instructional implications
Learning Goals/Essential Questions
Access Points/Resources
Test Item Specs

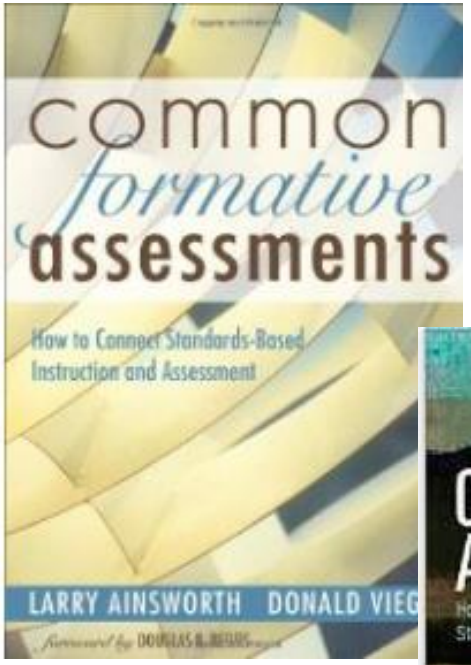
Wikispaces
Online Community for Educators

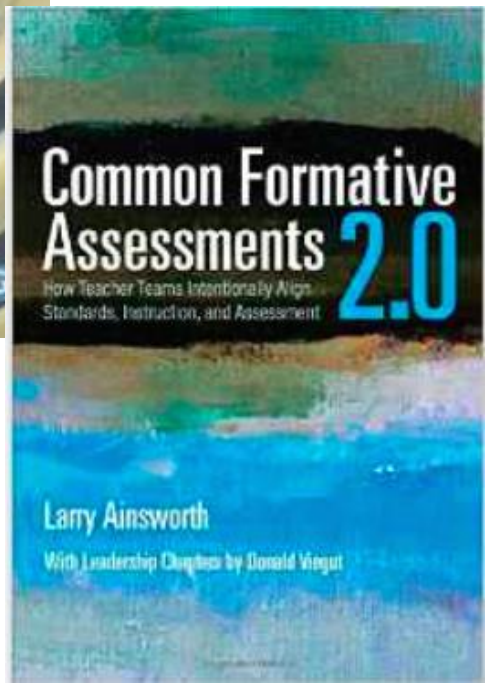
Assessment

Why Assess?

"The true purpose of assessment must be, first and foremost, **to inform instructional decision making**. Otherwise, assessment results are not being used to their maximum potential – improving student achievement through differentiated instruction."

- Ainsworth & Viegut, 2006, p. 21





Utilizing Data

Utilizing Data to Inform Instruction

Data are used to:

- Identify students in need of intensive support
  - ✓ Historical data, screening data, EWS
- Understand student needs
  - ✓ Diagnostic assessment data, learning scales, Discovery Ed., etc.
- Monitor student progress
  - ✓ Progress monitoring data: academic, behavior, engagement
- Evaluate effectiveness of tiered intervention support
  - ✓ Program evaluation data:
    - ✓ Academic, behavior, engagement

Progress Monitoring

Evaluate the effectiveness of core instruction and support

Groups:

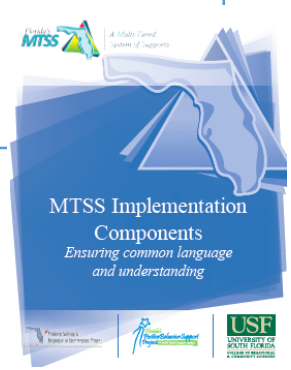
- Content area
- Sub-group
- Teacher
- Grade level
- School
- Overall

Assessments:

- Formative
- Summative

Occurs:

- Daily
- Weekly
- Quarterly
- Semester
- End-of-year



Common Progress Monitoring Sources

- Unit Assessments
- Weekly Vocabulary Tests
- Daily In-Class Formative Assessments
- Homework
- Curriculum-Based Measurements
- In-Class Participation
- Observational Data
- Self-Monitoring Checklists/Rubrics

Supporting Rigorous Assessment

It's not enough for teachers to "teach" and expect students to "learn." They must provide students with various opportunities to:

- compare performance to previous attempts.
- not give up or feel overwhelmed when faced with challenges.
- reflect on their learning progress and efforts.
- demonstrate learning using a rubric or other standard-based assessment tool.

Rating Scales and Rubrics

Rating Scales

- used for assessing the performance of tasks, skill levels, procedures, process, qualities, or end products. (**Teacher Tool**)

Rubric

- list of criteria and description to inform students what different levels of accomplishment look like. (**Student Tool**)

Usefulness of a Rubric

- Student is ready to move on to demonstrating deeper understanding and beginning to take charge of their own learning
- Purpose is not for giving grade, but assisting student’s learning by providing descriptive feedback

Marzano Taxonomy – Thinking Processes with Design Verbs

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	Executing	Use Demonstrate Show	Make Complete Draft

- Achieved by careful scaffolding of information and tasks
- Teacher actions in the classroom have a direct relationship with students' depth of learning

Assessment and monitoring – how will you check for students' progress towards learning targets? How will you know if your instruction is having the desired effect?

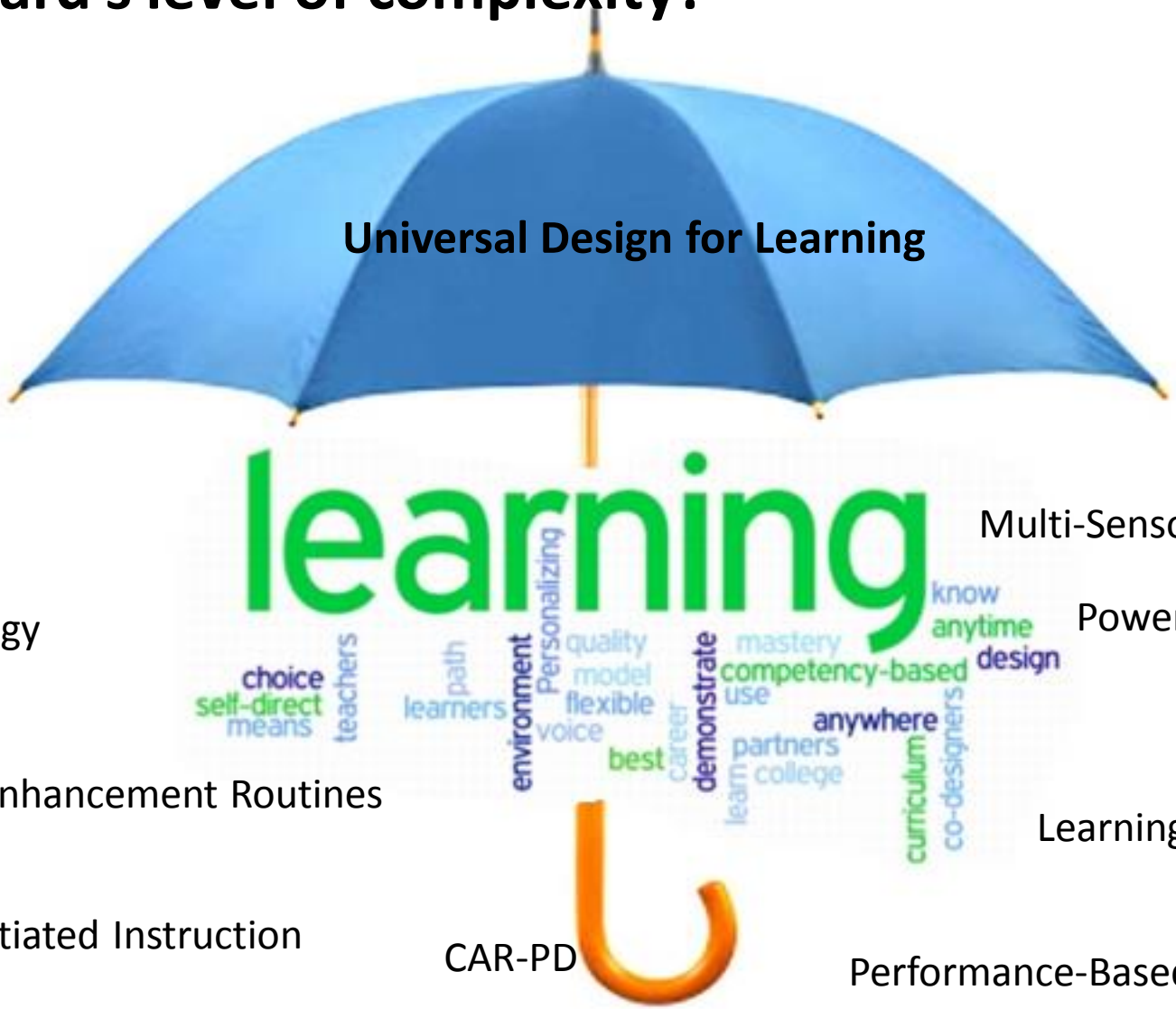
Often aligns with DQ 2	*Often aligns with DQ 3*	*Often aligns with DQ 4*
Assessment and Monitoring *(checks for content and desired effect)*		

- How Close Am I?
- 3-2-1

Activities Aligned to Standards

Activities Aligned to Standards

How do I ensure the activities are aligned to the standard's level of complexity?



AVID

Technology

Content Enhancement Routines

Differentiated Instruction

CAR-PD

Multi-Sensory Teaching

Power Hour

PBIS

Learning Strategies

Performance-Based Assessment

Examples of Rigorous Instruction

Quality of thinking, not quantity, can occur in any grade and content area:

- Higher order questions asked during whole and small group instruction
- Students assigned tasks that are on or above grade level no matter their ability level

Examples of Rigorous Instruction

Deep immersion in a subject to include real-world settings and working with an expert. Students are:

- involved in inquiry-based learning
- given a variety of ways to demonstrate learning
  - tests with a wide range of types of questions
  - allowed to show understanding through creative projects

Examples of Rigorous Instruction

Goal is helping students develop the capacity to understand content that is complex or ambiguous, and personally or emotionally challenging. To gain deeper understanding teachers:

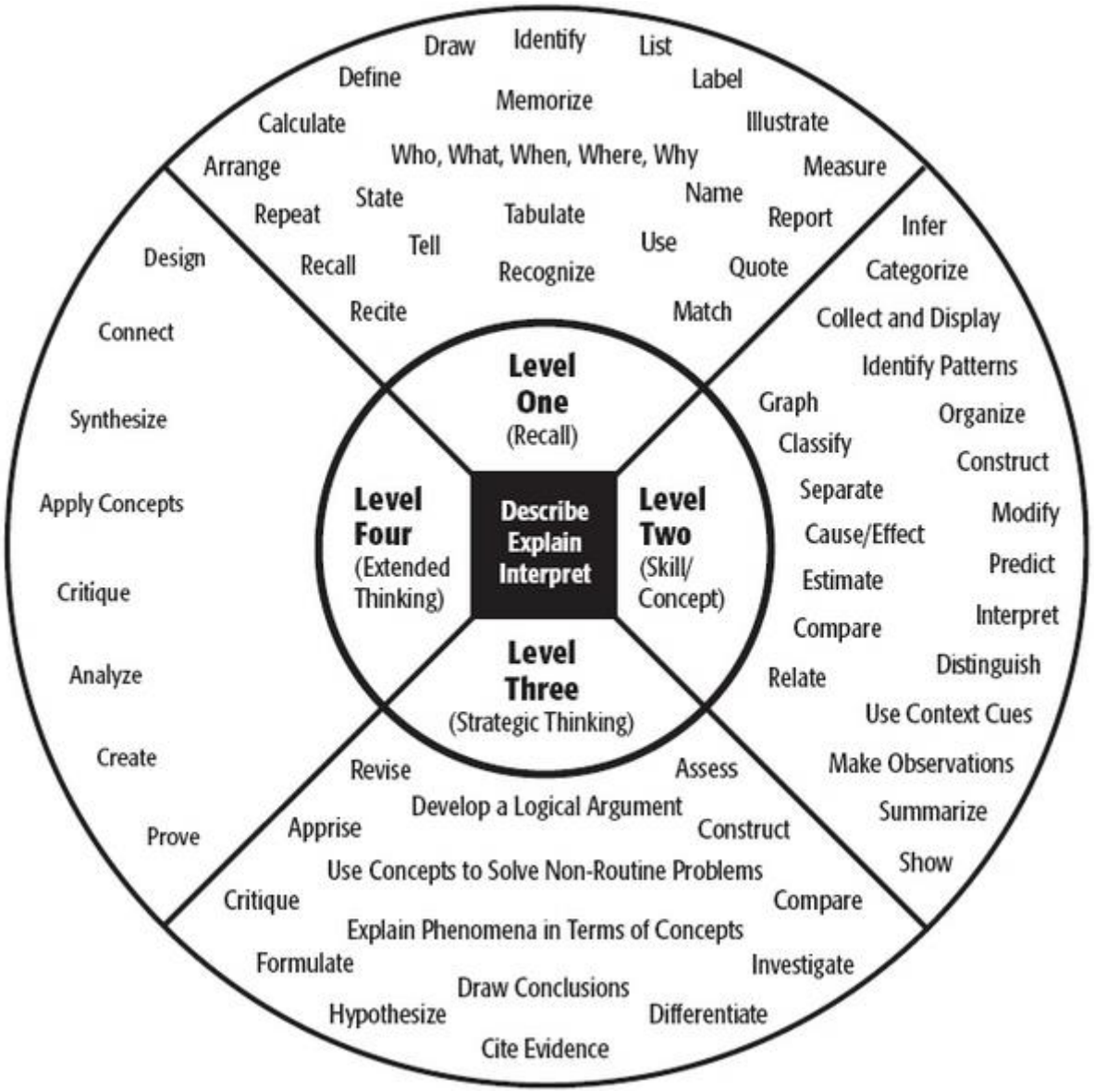
- facilitate Socratic Seminars
- have students engage and think critically about text
  - Comprehensive Instructional Sequence

Examples of Rigorous Instruction

High expectations are important and must include effort on the part of the learner. Students are:

- engaged in student-led discussions
- referring to text to support their findings
- responding to text daily in every class

Activity


Draw
Identify
List
Define
Label
Memorize
Calculate
Illustrate
Arrange
Who, What, When, Where, Why
Measure
State
Name
Repeat
Tabulate
Report
Tell
Use
Infer
Design
Recall
Recognize
Quote
Categorize
Recite
Match
Collect and Display
Connect
Identify Patterns
Level One (Recall)
Graph
Organize
Synthesize
Classify
Construct
Level Four (Extended Thinking)
Describe Explain Interpret
Level Two (Skill/ Concept)
Separate
Modify
Apply Concepts
Cause/Effect
Predict
Estimate
Critique
Interpret
Compare
Level Three (Strategic Thinking)
Distinguish
Analyze
Relate
Use Context Cues
Create
Revise
Assess
Make Observations
Develop a Logical Argument
Summarize
Prove
Apprise
Construct
Show
Use Concepts to Solve Non-Routine Problems
Critique
Compare
Explain Phenomena in Terms of Concepts
Formulate
Investigate
Draw Conclusions
Hypothesize
Differentiate
Cite Evidence

What support and resources will you need to move toward this way of work?

- How Close Am I?
- 3-2-1

QUESTIONS?
COMMENTS?
CONCERNS?

Resources

- http://lms-rigor.wikispaces.com/

Wikispaces

Online
Community
for Educators

Please Leave Behind…

- 3-2-1
- Evaluations

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